Cañada College

Admissions   Academics   Student Life   Student Services   About Cañada

Faculty Teaching and Learning

Overview

New Faculty Resources

   Technology Preparedness Guides

   Countdown to Course Launch Checklist

Teaching & Learning Resource Directory

Professional Development

Teaching Policies

Faculty Teaching & Learning Sessions

FAQs

About Us

Get Support

Related Links

> Canvas Login
> Zoom Login
> Staff & Faculty Email
> Online Learning
> ITS Support - Help with Classroom Technology

New Faculty Resources

The New Faculty Welcome and Orientation takes place during the required Flex Days in August (part I) and January (part II) of each year. Invitations are sent to new faculty, full-time and part-time, from the Vice President of Instruction and the Academic Senate president. The New Faculty Welcome and Orientation is led by the Faculty Teaching and Learning Coordinator(s) and is an opportunity to learn of Cañada's resources and to meet new colleagues.

Below you will find resources that will help you get started at Cañada College:

Essentials for Your First Semester

1. Make sure you can login to Canvas, your SMCCD email and WebSMART.
2. Review our Equitable Syllabus Guide, which includes information on finding your SLOs and Course Outline of Record in CurricuNet and Student Support Resources.
3. Follow along with our Countdown to Canvas Course Launch Checklist to get your Canvas shell set up quickly.
4. Once you receive your classroom assignment and keys, stop by your classroom before the first day of class to be sure your keys work and test out the technology and A/V system in the room.

If you have any questions or issues with the technology in your classroom, you can put in a work order with ITS.

5. **Attend the New Faculty Orientation on Flex Day** for important information about the college's commitment to equity and anti-racism and to learn about resources for your teaching, support services for students, faculty evaluations procedures and more! Part-time faculty can be paid!

> Watch the August 2025 New Faculty Orientation Recording ➡

Teaching Resources

This resource is meant to collect all the guides, resources, templates, and examples we've found or created to help you. Faculty can explore the resources here by selecting the button below or reach out to one of us on the right to be sure you get right to the resources that address your particular needs.

> Cañada College Faculty Resource Repository

Selecting Course Materials for Your Class

- Textbook Affordability Subcommittee
  - Need help selecting a ZTC (Zero Textbook Cost - including all other materials) or low-cost (all materials cost less than $40) text(s)? Members on this committee can help you!
  - Open Education Resources (OER) - e.g., Pressbooks, LibreTexts, and OpenStax.
- ZTC Adoption Program
  - Professional development support and incentives for faculty to convert courses currently using traditional textbooks to use ZTC material.
- ZTC Adoptions - see what your colleagues are using (listed by discipline, course, and instructor).
  - Cañada College Bookstore - Faculty Resources

Library Resources

- Faculty & Staff
  - Need a library instructional session, orientation, tour, workshop, or video? Want to have your course textbook put on reserve in the library? Interested in adding other physical inventory from your department/program via the Library's check out system for tracking/inventory purposes? You can find more information on the library faculty resource page.
- Library Instruction
  - The Cañada Librarians can show your class how to search the library databases, create citations, evaluate resources, formulate keywords, and more! Sessions can range from a brief 15-minute overview of library resources to 90-minute custom-tailored workshops related to your class or specific assignment. To request a session, fill out the library instruction request form. Please allow at least two weeks to collaborate with you to prepare a library research lesson for your class.
- Library Technology
  - Students can check out WiFi hotspots, laptops, Chromebooks, and graphing calculators. Check out our Library Technology page for the most up-to-date policies and other information.

Participatory Governance

Participatory governance is defined as a collaborative effort of administration, faculty, staff, and students for the purpose of providing high quality college programs and services. All members of the campus community are invited to participate in planning for the future and in developing policies, regulations, and recommendations under which the College is governed and administered (see California Education Code (70901(b)(1)(E)). Cañada College's Participatory Governance Manual describes the roles, responsibilities, and authority for decision-making for each of the college's constituencies and how they work together on Senates, Councils, and Committees.

Participatory Governance Bodies

The primary stakeholder groups at Cañada College are **Senates**:

- Academic Senate
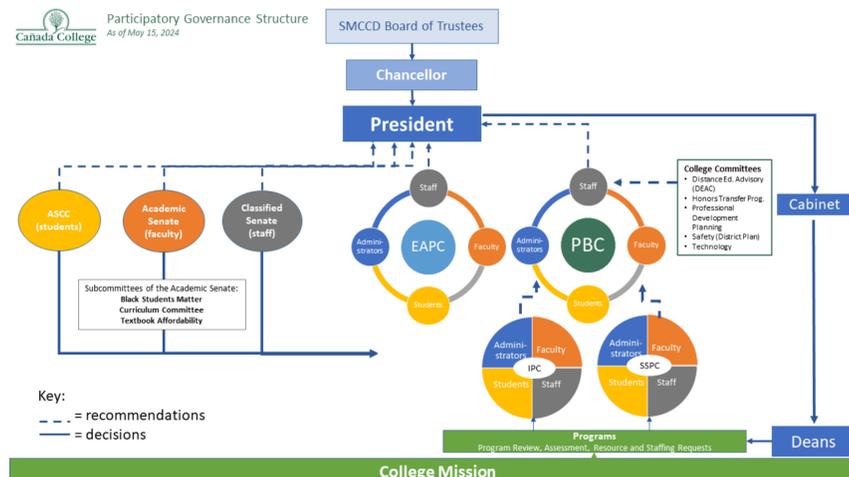- Associated Students of Cañada College
- Classified Senate

Representatives from each stakeholder group come together with college administrators to collaborate in the following participatory governance **Councils**:

- Planning & Budgeting Council (PBC)
- Instructional Planning Council (IPC)
- Student Services Planning Council (SSPC)
- Equity & Antiracism Planning Council (EAPC)

and **College Committees**:

- Distance Education Advisory Committee (DEAC)
- Honors Transfer Program Committee
- Professional Development Planning Committee
- Safety Committee
- Technology Committee

The reporting structure between participatory governance bodies, as of May 15, 2024, is depicted in the chart below:

A Compendium of Participatory Governance Bodies describes the role, responsibility, membership and relationship of all college-wide committees to the PBC. Other Operational Groups or Task Forces may exist for a specific purpose (see definitions below) but are not participatory governance groups. The College definitions of each participatory governance and related body is detailed below:

Participatory Governance Definitions	
Council	participatory governance body: PBC, IPC, SSPC, and EAPC, whose membership is representative of all four college constituency groups—students, faculty, classified staff, and administration
Senate	Academic, Classified and Student Senates each represent a single college constituency group. (These may include subcommittees per their bylaws.)
College Committee	Participatory governance bodies (with *at least* one of each of the four college constituency groups in their membership) each responsible for a specific plan. College Committees complete the following: • Draft the plan (based on the college plan template to ensure alignment with college goals and accreditation objectives/standards) • Solicit input and seek approval for plan from each Planning Council • Submit plan to PBC for final review and approval • Monitor college-wide implementation of the committee plan • Report annually to PBC on the progress made toward achieving the committee plan
Task Force or *ad hoc* Work Group	Small groups created by a Planning Council or a Committee for a short time—less than a year—for a defined "task" or purpose. The membership of the Task Force relies on topic experts, interested parties, and may include representation of college constituency groups as determined by the founding Planning Council or Committee. • If Classified Staff, Faculty, or Students are participating in a Task Force or *ad hoc* Work Group, then CSEA (working with Classified Senate), Academic, and Student Senate will appoint their members accordingly. • Per Board Policy 2.08
Operational Groups	Operational groups, for example, like iDeans or College Council, serve College functions or specific purposes related to college operations. Likewise, Professional Development (Article 13) or Evaluation Guidance Committees fulfill faculty contract obligations. They serve operational functions per the faculty contract. Operational groups are not college participatory governance planning committees.

Click for enlarged image

BACK TO TOP

Student Resources

Academic Calendar

Canvas

Catalog / Schedule

Financial Aid Eligibility

Library / Bookstore

Student Email

WebSchedule / WebSmart

Security

Clery Act

Emergency Information

Privacy Policy

Report Concerning Behavior (CARES Report)

Sexual Harassment (Title IX)

Website Accessibility

Campus Information

Accreditation

A-Z Site Index

Campus Map

Consumer Information

Employee Directory

Search

Student Outcomes

Apply

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